

**IMPROVING STUDENTS' WRITING ABILITY ON
PROCEDURE
TEXT BY USING FLASH CARD**

**(A Classroom Action Research at the Seventh Grade Class A Students of
SMP Negeri 1 Sekadau Hulu in Academic Year 2011/2012)**

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Abstract: The title of this research is improving students writing ability on procedure text by using flash card to the seventh grade students of SMP Negeri 1 Sekadau Hulu. The purpose of this research is to improved students' writing ability on procedure text. The methode of this research is classroom action research. Subject of this research is seven grade students class A, consisting 26 students. The result of the research shows that the flash card improved students' writing ability on procedure text. The mean score of students increased from 64,13 to 70,77. The average persentase from the first cycle to the second cycle was 67,45. The students are enthusiastic, interested, and motivated to write procedure text by using flash card.

Key words: Flash Card, CAR, Writing Ability.

Abstrak : Judul penelitian ini adalah meningkatkan siswa dalam menulis teks prosedur dengan menggunakan flash card di SMP Negeri 1 Sekadau Hulu kelas tujuh. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks prosedur. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Subjek penelitian adalah 26 siswa kelas tujuh SMP Negeri 1 Rawak Hulu. Hasil dari penelitian ini menunjukkan bahwa flash card meningkatkan kemampuan siswa dalam menulis teks prosedur. Nilai rata-rata siswa berkisar dari 64,13 sampai 70,77. Persentase rata-rata dari siklus 1 ke siklus 2 adalah 67,45. Siswa sangat antusias, tertarik, dan termotivasi untuk menulis dengan penggunaan flash card.

Kata kunci : Flash card, PTK, Kemampuan menulis.

In learning English as a foreign language, the students have to acquire some skills particularly in communicating the ideas through writing. It means that the students' should possess the ability to organize thoughts into series of sentences. Writing skills is one of the important things in English. Through writing, the students can express their opinion or idea in writing form.

Teaching in the classroom is a process of communication which the teacher sends the messages of knowledge and skill to the students and as the feedback, the students perform the responds in form of ability and performance. The students' ability can be ability in writing, in speaking, in reading, and in listening. Writing is one the four language skills that should be acquired by the students. Teaching the writing skill enable the students to share their ideas, thoughts and

feelings with others. Sometimes words are limited. It does not enough to express his or her feeling. Grenville(2001:6) claims “ that writing is a skill that most people can learn, and no one was born by knowing how to write”. By practicing writing, the students learn through its process and get the important and essential parts of writing. Writing is concern with the following aspect: the mechanics of writing (such as punctuation and spelling), grammar and vocabulary which the major points in writing. They can affect the readers’ understanding and acceptance of the message from the writing materials.

Procedure text is a text-type concerned with procedures, which tells how something is accomplished through a sequence of actions or steps. The purpose is to tell the readers how to do or make something. Procedure texts should be acquired by the seventh grade students of junior High School and the students are expected to be able to write a simple short procedure text. Procedure text is commonly called as instruction text. Anderson and Kathy (1998:2) explain that a procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere. Procedure is commonly used to describe how to make something which is close to our daily activity for example how to make a pencil box, how to make a good kite, etc. Therefore, the students have to write about their procedure based on their experience in daily activity. Meanwhile, Sudarwati, and Eudia (2007:71) imply that a procedural text is used to tell someone how to do or make something. This type of text comes in many forms, such as instruction manuals and recipes. The context of procedure text consists of three parts, those are: Title, List of materials, Steps. Derewianka (1995: 27) mentions, the text organization and language Features of a procedural Text. The seventh grade students of SMP Negeri 1 Sekadau Hulu have difficulties in writing all kinds of text, specific difficulties in writing procedure text in teaching learning process. They can not write well because they have insufficient of vocabulary, and they always make mistakes on their generic structure such as goal, material, and problems in language features of procedure text. It happened because they did not study English at the Elementary School.

Based on the writer’s interview and observation to the seventh grade students in SMP Negeri 1 Sekadau Hulu, most of the students faced many difficulties in writing procedural text. The writer interviewed some students about how their English teacher in teaching learning process. The writer found that their English teacher still apply the teacher centered in teaching. They thought that joining English activity was boring. Furthermore, the students had difficulties in writing. Based on the writer teaching experience of seventh grade students in SMP Negeri 1 Sekadau Hulu, when the writer was doing KKN for two months there investigated some problems in learning English subject, especially writing ability, most of the students face difficulties in writing procedural text. The problems are choosing the best word (word choice), organizing generic text structure such as goal, material, and problems in language features of a procedure text.

Multimedia is changing the way we communicate with each other. The way we send and receive messages is more effectively done and better

comprehended. The inclusion of media elements reinforces the message and the delivery, which leads to a better learning rate. The power of multimedia lies in the fact that it is multi-sensory, stimulating the many senses of the audience.

Flash card is one alternative and the easiest way to learn and gain new information. Flash card is widely used by educational experts such as Glenn Doman and Montessori to help students in learning, by using this media the children become easy to know the name of the pictures. An interesting flash cards can attract the students' activity. It makes the students remember the daily English vocabulary easily. The flash card should be colorful, it can make the students cheerful and happy in English lesson.

To improve the students' writing ability on procedure text, the researcher will implement Flash Card in teaching English to the seventh grade class A students of SMP Negeri 1 Sekadau Hulu is a junior high school which located on Jl. Merdeka Selatan Sekadau Hulu.

The writer uses flash card in her teaching learning to make the students know the vocabulary longer than before, and they can use the words to write a procedure text. The writer hopes that the students can learn English in more interesting way, and students may have good imagination about the object learnt thoroughly. Furthermore, learning English through flash cards will not make the students feel bored and uninteresting and may help the students concentrate in the subject better. They will enjoy the lesson, and they can write a procedure text correctly.

METHOD

In improving and developing teaching, research in the classroom is needed to know what actually happens in the class, what the students think, and the response of the teacher or how reacts in the class. Ferrance (2000:1) lists the benefits of classroom action research are focus on the students, educators investigate what effect their teaching is having in their students, how they could work better with other teacher, or ways of changing the whole school for better. Research and reflection allow teachers to grow and gain confidence in their work. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve. Opportunities for teachers to evaluate themselves in school. Action research can serve as a chance to really take a look at one's own teaching in a structured manner.

According to Banister (2008:44) "process of classroom action research consist of identifying a problem or need, collecting information and resources, preparing objectives, activities and procedures, implementing the project, monitoring the procedures and participation reaction, identifying strength and weakness of the project, revising project by focusing on weakness, and assessing on going long term result of the project. Kemmis (1993:44) states that action research is a form self-reflective inquiry undertaken by participants in a social situation (including education) in order to improve the rationality and justice of their own social or educational practice, their understanding of these practices and situation in which practices are carried out.

The subject of this research are the seventh A grade students' of SMP Negeri 1 Sekadau Hulu. They are 26 persons. To collect the data, the researcher used direct observation technique, namely observation checklist, field note, and measurement technique in form of writing test.

To collect the data, the writer used test, observation checklist and field notes. Observation is a technique to collect the data by observing the activity of the research process. Observation is a technique to know students respon in learning procedure text in each cycle. Trough field notes, the researcher knew the students and teachers' performance in each cycle and then prepared the next action. The rearcher's purpose in using observation checklist and field note in this study was to record the situation, student's actions, and behavior during the implementation of flash card. Writing ability on procedure text was used to measure the students' improvement during the implementatiton of flash card.

RESEARCH FINDING

The writer conducted this classroom action research by using flash cards to improve the student's writing procedure text at the seventh grade A students of SMP Negeri 1 Sekadau Hulu. The action was conducted in two cycles. The writer used flash card in writing activities in the classroom. The writer as a the teacher asked the students to do the task based on the selected topic. Then, she computed the individual student's in the obtaining the mean score. The writer and the teacher also observed the students' behavior in the process of teaching learning. The teacher was helped by the writer in the school as her teacher to know what was happen in the classroom.

The procedures of classroom action research that was done in each cycle are planning, action, observation, and reflecting. The planning of cycle 1, will be done on Friday at 18th Mei 2012 at seventh grade A SMP Negeri 1 Sekadau Hulu. The writer as a teacher found some problems happened in the students' writing procedure text. The students were not attracted and motivated to engage in writing class because they got lack in vocabulary, organizing generic text structure such as a goal, material, and problems in language features of a procedure text. These problems made the students having insufficient skill in writing procedure text. The writer as a teacher made a lesson plan to improve the students' writing procedure text by using flash card, arrange and composing the materials that given, arrange the steps on the teaching learning by using flash card, prepare the media that will be used, prepare the evaluation test, and the observation guide.

The acting was done on Tuesday at 22th Mei 2012. The writer as a teacher began the teaching learning process by greeting and reviewing the previous material that related to the Observing.

In observe stage, the writer and teacher observed the result of planning and acting. They observed about the whole process of the first cycle. It included lesson plan, teaching materials, teaching media, writer performance, students' respond, data collection and data analysis. By observing the whole process and the students' participation, they tried to identify its strengths and weaknesses. The writer and teacher found that the students are positive response during the activity.

The students could write the name in each picture given. Some students could matching the statement according to the picture and some of them could write the procedure text. But, there were some of them still keep silent and did not follow the activities well. The result of students' score in the first cycle was unsatisfactory. Students had low score because most of them were still having insufficient vocabulary and the language features. Those factors mention above influenced the result of their writing.

The score of students in writing procedure text was still unsatisfactory. The result of individual students' score showed that from 26 students averagely 1 student(whose scores were 80-100) were qualified as good to excellent, 19 students (whose scores were 60-79)were qualified as average to good, and 6 students (whose scores were 50-59) were qualified as poor to average. Then the sum of students' score was divided by the number of students to obtain the mean score. It is 64,13 and this qualified as average to good.

There are six students whose scores were under the minimum achievement standard in our school for English are 60. It was difficult for them to start writing with description and developing their ideas by using flashcards. Some of them were good in grammar and vocabulary, but could not give clear in the language features. In contrast, some students could write but got lack skills in grammar , vocabulary and element of procedure text.

In the reflecting, both the writer reflected what have been done in this cycle. The writer concluded that the students were confused in the use of language features. The students had difficulties in using of connective and action verb. They did not put period at the end of some sentences and they still made errors in spelling. In other cases, it seemed that some students just copied the examples of procedure text of writer, only changed the name of the thing, and did not tell the object that they are given.

Then the writer decided to continue the action in the next cycle. The writer planned to conduct the acting on 26th mei 2012. There are a lot of input and information from the first cycle. Based on the first meeting, the writer knew the difficulties of students and tried to prepare the materials. The writer prepared the lesson plan, teaching materials, and teaching media. The theme is how to make a meatball. The review of generic structure and language feature were similar with the previous one. In this cycle the writer used flash card that related to the topic, giving clear elements of procedure text, and guided question to develop the student's ideas.

The writer planned to improve her performance during the teaching learning process. These deal with how the writer began the class and encouraged the students to actively participate. The writer planned to present materials by using flash card. In addition, the writer used time and class management during teaching and learning. It helped her in monitoring the students and kept the attention of students. The acting was done on Tuesday at 29th Mei 2012. The writer as the teacher began the teaching learning process by greeting and reviewing the previous material that related to the materials

After all the students collected their procedure text writing, the writer observed the result of students' score and whole process of acting stage. The mean

score of students writing ability was 70, 77 point. The result of individual students' score showed that from 26 students about 4 % students (whose scores were 80-100) were qualified as good to excellent. Those students wrote their procedure text well. They are able to develop the ideas. On cycle 2, there was 96 % students (whose scores were 60-77) were qualified as average to good. No one was qualified poor (whose scores under 60). The result of the students' mean score was 70,77. It was qualified as good excellent. In conclusion, the result of the acting stage in the second cycle on the whole showed that the results of the students' writing procedure text were improved.

In this stage, the writer reflected what had been done in this cycle . the fact showed that the weakness found in cycle 1 had been minimized. The result of the entire process in cycle two was improvement. The students' in writing procedure text showed better quality than the first meeting. Some students showed their interest in mention the vocabularies and could made good writing. The students understood on how to use simple present tense, correct action verb and connective.

In the second meeting, the students show satisfactory progress of their writing procedure text. The teacher started the class activity by providing some flashcard of how to make meatball. Then, the students mention the name in English. The teacher re-explained about element of procedure text, that includes generic structure, language feature, spelling, punctuation, and grammar. Then, the writer gave them an exercise in handout 1 to wrote the vocabulary in good spelling based on the picture given and asked them to arranged the picture and statement. In the second meeting, the students had a lot of improvement then the first meeting. In this meeting, the students understood the rules of each activity. Thus, it made the activity run smoothly. The students could include element of procedure text. Based on the analysis of the two tools, the students' mean score was satisfactory and could reach the objective of teaching learning process.

DISCUSSION

This classroom action research was conducted in two cycles of planning, acting, observing, and reflecting stage. The teacher kept monitoring and evaluating what had been done in the entire process in cycle one to improve the result in cycle two.

In the process of the cycles for Classroom Action Research, the teacher revealed the following evidence of the students' significant progress in writing procedure text. In each meeting, the writer applied the technique towards the students in whilst activity. Gradually the students' responds in writing procedure text activities would be explained as follow:

In the first meeting, the students were excited to use flash card through some activities. The students' in writing procedure text showed better quality than the first meeting. Some students showed their interest in mention the vocabularies and could made good writing. The students understood on how to use simple present tense, correct action verb and connective. When the writer asked the students about their ability and motivation in writing, the students said that it's difficult for them to write procedure text. They could not write the word in good

spelling, had limited vocabulary, and lack in grammatical pattern. but after they followed the activities in teaching learning by using flashcard, the students were interested to write procedure text.

The result of students in first meeting was unsatisfactory. Students' writing in procedure text by using flashcards result was low, but they were involved in the activity happily. It seemed that in the first meeting, only their interest of the media that showed up, on the other hand they still did not pay attention the use of words, grammar and the material.

In the second meeting, teacher saw the progress that students made as students did not only follow the technique procedure enthusiastically but also paid attention to their accuracy, appropriateness and their fluency. Students showed the good progress of the result. It gave the writer a significant sign that the students' writing in procedure text has increased. Students showed their significant vocabulary, spelling, grammatical pattern and language feature. But it can be accepted because as whole of process, students could minimize their mistakes in writing procedure text. One good point of students' writing in the second meeting, that students could write the words in right spelling and made their procedure text ideas well order. Moreover, students' mean score was 70, 77. Those aspects indicated that the students' ability improved.

After two action stages, the writer computed the students' individual score and the mean score. The research findings showed that the mean score in the first meeting was 64,13 rose to level of 70,77. This was qualified as good to excellent. This was supported by the students' individual score. This showed the fact that in the last meeting from 26 students averagely 4% (whose scores were 80-100) were qualified as good to excellent. Those students wrote their procedure text well. They are able to develop the ideas. On cycle 2, there was 96 % students (whose scores were 60-77) were qualified as average to good. But, no one was qualified poor (whose score under 60).

Furthermore, what was written in the field notes supported the numeric data. The field notes recorded the students' behavior during the teaching learning process. Students were able to respond the teachers' greeting, to get involved in brainstorming activity, to listen carefully to the teachers' explanation, and to actively participate in reading the procedure text. The students felt free in asking questions to the teacher and peers while working on their writings. They wrote procedure text and shared their feelings and difficulties during teaching learning process. From the result of analysis, the research finding of the classroom action research was satisfactory.

CONCLUSION

The conclusion as the answer of the research problem. Based on the results of the discussion obtained from the data analysis presented in previous session, some conclusions are then formulated. The conclusions are developed on the basis of research analysis and finding taken from writing ability test, field note and observation checklist.

The researcher found out that the implementation of flash card in teaching writing on procedure texts could improve students' writing ability. By predicting, students could improve their writing ability in understanding states the goal to be achieved, lists the materials needed, often gives detail on the size, color, number, shapes, quantity and describes steps in a logical order to achieve the goal of procedure text.

In addition, flash card could engage students' motivation in teaching learning process, particularly in writing ability. It also encouraged students to be more active in teaching learning process. Some students showed their interest in mention the vocabularies and could make good writing. This media could maximize students' writing during the activity.

SUGGESTION

The writer recommends that the English teachers apply flash card in teaching writing procedure text. Teacher should use the media of teaching in explaining the material. Teacher should prepare picture. Moreover, the pictures must be understandable and familiar for the students, which can help the students to get better understanding about the material. Teacher may ask the students' opinion about the activity to give the teacher an input for better activities in the classroom.

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